

Subject	Year Group	Date	Class
Music	1		

Teacher to complete GREY SHADED AREAS and hand to Subject Leader

Expectations		Key Learning Objectives			Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	W T S	<p><b>Performing</b></p> <p>I can identify, explore and respond to long and short sounds.</p> <p>With some support, I can keep a steady pulse with some accuracy.</p> <p>I am beginning to perform as part of a group.</p> <p>I am beginning to sing in tune and perform songs, which contain a small range of notes.</p> <p>I can suggest ideas for class and group compositions.</p> <p>I can recognise changes in pitch.</p> <p>I can explore pulse and rhythm through play and can imitate movements in response to music.</p> <p>I can recognise, and with support am beginning to control the interrelated dimensions of music when singing and playing instruments.</p>	<p><b>Composing</b></p> <p>With support, I can recognise and represent higher and lower sounds and simple rhythms.</p> <p>With support I can follow simple performance instructions for faster, slower, stopping and starting.</p> <p>I am beginning to respond to and play rhythmic patterns found in speech.</p> <p>I can use technology to change sounds.</p> <p>I can comment and respond to recorded music from different traditions, genres, styles and times.</p>	<p><b>Appraising</b></p> <p>I can imitate movements in response to music.</p> <p>I can share my likes and dislikes of the songs we sing.</p> <p>I can comment on and respond to recordings of my own voice, other classroom sounds and musical instruments.</p> <p>With support I am able to recognise music from different traditions, genres, styles and times. (Contemporary Folk, Experimental, Disco)</p>		E m e r g i n g
		<p>I can follow and with support, create simple musical direction for faster, slower, stopping and starting.</p> <p>I can keep a steady pulse with some accuracy.</p> <p>I can perform as part of a group.</p> <p>I can sing in tune and perform songs, which contain a small range of notes with growing confidence.</p> <p>I can follow and lead a small group by counting in.</p> <p>I can recognise and with support, notate higher and lower sounds on graphic notation.</p> <p>I can confidently copy given rhythms and am beginning to understand the differences between pulse and rhythm.</p> <p>I can recognise and am beginning to control the interrelated dimensions of music when singing and playing instruments with</p>	<p>With support, I can recognise and represent higher and lower sounds and simple rhythms using graphic notation.</p> <p>With support I can create and follow simple performance instructions for faster, slower, stopping and starting.</p> <p>I can begin to play rhythmic patterns found in speech and demonstrate a growing understanding of the differences between pulse and rhythm through physical movement, playing and singing.</p> <p>I can use technology to create and change sounds.</p> <p>I can listen to recorded music, and use one element, from different traditions, genres, styles and times (Contemporary Folk, Experimental, Disco) in a composition</p>	<p>I can respond appropriately to music by using body movements.</p> <p>I can share my views on a favourite song from a performance.</p> <p>I can listen to ideas from others and use them to help improve my work and comment and respond to recordings of my own and other's compositions using year group specific vocabulary.</p> <p>I am able to recognise music from different traditions, genres, styles and times. (Contemporary Folk, Experimental, Disco)</p>		

		some independence.			
Some children will have progressed further. They will be able to:	<b>GDS</b>	<p>I can accurately follow and create performance instructions including starting and stopping.</p> <p>I can sing and play with a good sense of pulse and respond to visual and aural cues.</p> <p>I can perform as part of a group maintaining a steady pulse and a good sense of rhythm.</p> <p>I can sing in tune and perform with increasing confidence, songs from a growing repertoire, which contain a small range of notes and use my voice to alter the mood of the music.</p> <p>I can lead a small group by counting in to start and signaling the end of a performance.</p> <p>I can recognise and represent higher and lower sounds on graphic notation.</p> <p>I can demonstrate an understanding of the differences between pulse and rhythm through physical movement, playing and singing.</p> <p>I am beginning to recognise and demonstrate the relationship between shape and sound.</p> <p>I can recognise and control the interrelated dimensions of music when singing and playing instruments with increasing independence.</p>	<p>With support, I can recognise and represent higher and lower sounds and simple rhythms using graphic notation.</p> <p>I can create and follow performance instructions for faster, slower, starting and stopping.</p> <p>I can begin to create rhythmic patterns found in speech and demonstrate a growing understanding of the differences between pulse and rhythm when writing rhythms.</p> <p>I am able to experiment with changing and combining sounds, using technology.</p> <p>With support, I can listen to, identify and begin to use features of music from different traditions, genres, styles and times. (Film)</p>	<p>I can demonstrate an understanding of the differences between pulse and rhythm through physical movement, playing and singing.</p> <p>I can share my views on a favourite song from a performance giving reasons for my choice.</p> <p>I can listen to a performance and offer feedback and suggestions on how to make improvements to compositions and accept suggestions of ways to improve my work from others using year group specific vocabulary.</p> <p>I am able to listen with increased concentration to, and recognise and make comments about music from different traditions, genres, styles and times. (Film music) and make statements and observations about the music and structure.</p>	<b>E x c e l l e n t</b>

*It will help if teachers write girls and boys names in different colours (and put a key)*

Teacher to complete shaded areas of this table		<b>WTS</b>	<b>EXS</b>	<b>GDS</b>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

<b>Subject</b>	<b>Year Group</b>	<b>Date</b>	<b>Class</b>
<b>Music</b>	<b>2</b>		

Teacher to complete GREY SHADED AREAS and hand to Subject Leader

Expectations		Key Learning Objectives			Teacher to write pupils' Initials
Some children will not have made so much progress. They will be able to:	WTS	<p><b>Performing</b></p> <p>I can follow and with support, create simple musical direction for faster, slower, stopping and starting.</p> <p>I can keep a steady pulse with some accuracy.</p> <p>I can perform as part of a group.</p> <p>I can sing in tune and perform songs, which contain a small range of notes with growing confidence.</p> <p>I can follow and lead a small group by counting in.</p> <p>I can recognise and with support, notate higher and lower sounds on graphic notation.</p> <p>I can confidently copy given rhythms and am beginning to understand the differences between pulse and rhythm.</p> <p>I can recognise and am beginning to control the interrelated dimensions of music when singing and playing instruments with some independence.</p>	<p><b>Composing</b></p> <p>With support, I can recognise and represent higher and lower sounds and simple rhythms using graphic notation.</p> <p>With support I can create and follow simple performance instructions for faster, slower, stopping and starting.</p> <p>I can begin to play rhythmic patterns found in speech and demonstrate a growing understanding of the differences between pulse and rhythm through physical movement, playing and singing.</p> <p>I can use technology to create and change sounds.</p> <p>I can listen to recorded music, and use one element, from different traditions, genres, styles and times (Contemporary Folk, Experimental, Disco) in a composition</p>	<p><b>Appraising</b></p> <p>I can respond appropriately to music by using body movements.</p> <p>I can share my views on a favourite song from a performance.</p> <p>I can listen to ideas from others and use them to help improve my work and comment and respond to recordings of my own and other's compositions using year group specific vocabulary.</p> <p>I am able to recognise music from different traditions, genres, styles and times. (Contemporary Folk, Experimental, Disco)</p>	Emerging
		<p>Most children will be able to:</p>	<p>EXS</p>	<p>I can accurately follow and create performance instructions including starting and stopping.</p> <p>I can sing and play with a good sense of pulse and respond to visual and aural cues. .</p> <p>I can perform as part of a group maintaining a steady pulse and a good sense of rhythm.</p> <p>I can sing in tune and perform with increasing confidence, songs from a growing repertoire, which contain a small range of notes and use my voice to alter the mood of the music.</p> <p>I can lead a small group by counting in to start and signaling the end of a performance.</p> <p>I can recognise and represent higher and lower sounds on graphic notation.</p> <p>I can demonstrate an understanding of the</p>	

		<p>differences between pulse and rhythm through physical movement, playing and singing.</p> <p>I am beginning to recognise and demonstrate the relationship between shape and sound.</p> <p>I can recognise and control the interrelated dimensions of music when singing and playing instruments with increasing independence.</p>		<p>observations about the music and structure.</p>	
<p>Some children will have progressed further. They will be able to:</p>	<p><b>GDS</b></p>	<p>I can create, follow and lead simple performance directions, demonstrating my understanding of pulse, rhythm and pitch.</p> <p>I can sing and play confidently and fluently, maintaining a steady pulse and respond confidently to visual and aural cues.</p> <p>I can maintain one of two parts in a piece of music.</p> <p>I can sing in tune and perform with increasing confidence, songs from a growing repertoire paying some attention to diction.</p> <p>I can lead a small group by counting in to start and signaling the end of a performance.</p> <p>I can recognise and represent higher, lower and middle sounds using graphic notation.</p> <p>I understand the difference between pulse and rhythm and can play rhythms confidently while maintaining an appropriate pulse.</p> <p>I can recognise and mostly control the interrelated dimensions of music when singing and playing instruments.</p>	<p>With support, I can recognise and represent higher, lower and middle sounds and increasingly longer rhythms using graphic notation.</p> <p>I can create, follow and lead simple performance directions for starting and stopping, demonstrating my understanding of pulse.</p> <p>I can listen to, copy and create rhythmic patterns found in speech, and can demonstrate a growing understanding of the differences between pulse and rhythm when writing rhythms.</p> <p>I can use technology to create, change and combine sounds.</p> <p>I can listen to and am able to suggest features of music from different traditions, genres, styles and times. (House, Reggae, Rock and Roll) to use within group compositions.</p>	<p>I can listen to and offer comments about my own and others' work and discuss ways to improve, using year group appropriate musical vocabulary.</p> <p>I can listen to, identify features of and make comments about music from different traditions, genres, styles and times. (House, Reggae, Rock and Roll) using year group appropriate vocabulary and make statements and observations about the music and structure.</p>	<p><b>E x c e e d i n g</b></p>

*It will help if teachers write girls and boys names in different colours (and put a key)*

Teacher to complete shaded areas of this table		WTS	EXS	GDS
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

Subject	Year Group	Date	Class
Music	3		

Teacher to complete GREY SHADED AREAS and hand to Subject Leader

Expectations	Key Learning Objectives			Teacher to write pupils' Initials
<p>Some children will not have made so much progress. They will be able to:</p> <p><b>W</b> <b>T</b> <b>S</b></p>	<p><b>Performing</b></p> <p>I can accurately follow and create performance instructions including starting and stopping.</p> <p>I can sing and play with a good sense of pulse and respond to visual and aural cues.</p> <p>I can perform as part of a group maintaining a steady pulse and a good sense of rhythm.</p> <p>I can sing in tune and perform with increasing confidence, songs from a growing repertoire, which contain a small range of notes and use my voice to alter the mood of the music.</p> <p>I can lead a small group by counting in to start and signaling the end of a performance.</p> <p>I can recognise and represent higher and lower sounds on graphic notation.</p> <p>I can demonstrate an understanding of the differences between pulse and rhythm through physical movement, playing and singing.</p> <p>I am beginning to recognise and demonstrate the relationship between shape and sound.</p> <p>I can recognise and control the interrelated dimensions of music when singing and playing instruments with increasing independence.</p>	<p><b>Composing</b></p> <p>With support, I can recognise and represent higher and lower sounds and simple rhythms using graphic notation.</p> <p>I can create and follow performance instructions for faster, slower, starting and stopping.</p> <p>I can begin to create rhythmic patterns found in speech and demonstrate a growing understanding of the differences between pulse and rhythm when writing rhythms.</p> <p>I am able to experiment with changing and combining sounds, using technology.</p> <p>With support, I can listen to, identify and begin to use features of music from different traditions, genres, styles and times. (Film)</p>	<p><b>Appraising</b></p> <p>I can demonstrate an understanding of the differences between pulse and rhythm through physical movement, playing and singing.</p> <p>I can share my views on a favourite song from a performance giving reasons for my choice.</p> <p>I can listen to a performance and offer feedback and suggestions on how to make improvements to compositions and accept suggestions of ways to improve my work from others using year group specific vocabulary.</p> <p>I am able to listen with increased concentration to, and recognise and make comments about music from different traditions, genres, styles and times. (Film music) and make statements and observations about the music and structure.</p>	<p>E m e r g i n g</p>

<p>Most children will be able to:</p>	<p><b>E X S</b></p>	<p>I can create, follow and lead simple performance directions, demonstrating my understanding of pulse, rhythm and pitch.  <b>I can sing and play confidently and fluently, maintaining a steady pulse and respond confidently to visual and aural cues.</b>  <b>I can maintain one of two parts in a piece of music.</b>          I can sing in tune and perform with increasing confidence, songs from a growing repertoire paying some attention to diction.  <b>I can lead a small group by counting in to start and signaling the end of a performance.</b>  <b>I can recognise and represent higher, lower and middle sounds using graphic notation.</b>          I understand the difference between pulse and rhythm and can play rhythms confidently while maintaining an appropriate pulse.  <b>I can recognise and mostly control the interrelated dimensions of music when singing and playing instruments.</b></p>	<p>With support, I can recognise and represent higher, lower and middle sounds and increasingly longer rhythms using graphic notation.          I can create, follow and lead simple performance directions for starting and stopping, demonstrating my understanding of pulse.  <b>I can listen to, copy and create rhythmic patterns found in speech, and can demonstrate a growing understanding of the differences between pulse and rhythm when writing rhythms.</b>          I can use technology to create, change and combine sounds.  <b>I can listen to and am able to suggest features of music from different traditions, genres, styles and times. (House, Reggae, Rock and Roll) to use within group compositions.</b></p>	<p><b>I can listen to and offer comments about my own and others' work and discuss ways to improve, using year group appropriate musical vocabulary.</b>          I can listen to, identify features of and make comments about music from different traditions, genres, styles and times. (House, Reggae, Rock and Roll) using year group appropriate vocabulary and make statements and observations about the music and structure.</p>		<p><b>E x p e c t e d</b></p>
<p>Some children will have progressed further. They will be able to:</p>	<p><b>G D S</b></p>	<p>I can create, follow and lead performance directions for longer compositions demonstrating a growing understanding of pulse, rhythm and pitch.  <b>I can sing and play confidently and fluently within a group, maintaining a steady pulse.</b>  <b>I can confidently maintain an independent part in an ensemble.</b>          I can sing with an awareness of breathing and pronunciation and understand that lyrics relate to music and have cultural and social meaning.  <b>I can create, follow and lead a small group with simple performance directions of start, stop and dynamics, demonstrating my understanding of pulse, rhythm and pitch.</b>  <b>I can aurally identify, recognize, respond to and use basic musical symbols representing pitch and rhythm including Western notation.</b>          I can follow increasingly more difficult rhythmic and melodic shapes of music when singing and playing.  <b>I can musically demonstrate an increasing understanding and use of the interrelated dimensions of music.</b></p>	<p>I can aurally identify, recognize, respond to and use basic musical symbols representing pitch and rhythm including both standard and graphic notation.  <b>I can create, follow and lead simple performance directions for starting, stopping, faster and slower demonstrating my understanding of pulse.</b>  <b>I can create simple melodies that incorporate creative rhythmic patterns and demonstrate an understanding of the differences between pulse and rhythm.</b>          I can use my voice, sounds, technology and instruments in creative ways.  <b>I can listen to, identify and use features of music from different traditions, genres, styles and times. (Minimalism, Musicals, Pop music) within group compositions.</b></p>	<p><b>I can offer comments about my own and others' work and ways to improve, offering specific comments and be able to justify my comments using year group appropriate technical vocabulary.</b>  <b>I can actively listen to and discuss both live and recorded music from a range of different traditions, genres, styles and times (Minimalism, Musicals, Pop music), and using year group appropriate vocabulary and make statements and observations about the music and structure.</b>  <b>I am beginning understand that lyrics relate to music that songs have cultural and social meaning.</b></p>		<p><b>E x c e e d i n g</b></p>

*It will help if teachers write girls and boys names in different colours (and put a key)*

<i>Teacher to complete shaded areas of this table</i>		<b>WTS</b>	<b>EXS</b>	<b>GDS</b>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

Subject	Year Group	Date	Class
Music	4		

Teacher to complete GREY SHADED AREAS and hand to Subject Leader

Expectations	Key Learning Objectives			Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	<p><b>Performing</b></p> <p>I can create, follow and lead simple performance directions, demonstrating my understanding of pulse, rhythm and pitch.</p> <p>I can sing and play confidently and fluently, maintaining a steady pulse and respond confidently to visual and aural cues.</p> <p>I can maintain one of two parts in a piece of music.</p> <p>I can sing in tune and perform with increasing confidence, songs from a growing repertoire paying some attention to diction.</p> <p>I can lead a small group by counting in to start and signaling the end of a performance.</p> <p>I can recognise and represent higher, lower and middle sounds using graphic notation.</p> <p>I understand the difference between pulse and rhythm and can play rhythms confidently while maintaining an appropriate pulse.</p> <p>I can recognise and mostly control the interrelated dimensions of music when singing and playing instruments.</p>	<p><b>Composing.</b></p> <p>With support, I can recognise and represent higher, lower and middle sounds and increasingly longer rhythms using graphic notation.</p> <p>I can create, follow and lead simple performance directions for starting and stopping, demonstrating my understanding of pulse.</p> <p>I can listen to, copy and create rhythmic patterns found in speech, and can demonstrate a growing understanding of the differences between pulse and rhythm when writing rhythms.</p> <p>I can use technology to create, change and combine sounds.</p> <p>I can listen to and am able to suggest features of music from different traditions, genres, styles and times. (House, Reggae, Rock and Roll) to use within group compositions.</p>	<p><b>Appraising</b></p> <p>I can listen to and offer comments about my own and others' work and discuss ways to improve, using year group appropriate musical vocabulary.</p> <p>I can listen to, identify features of and make comments about music from different traditions, genres, styles and times. (House, Reggae, Rock and Roll) using year group appropriate vocabulary and make statements and observations about the music and structure.</p>		E m e r g i n g
Most children will be able to:	<p>I can create, follow and lead performance directions for longer compositions demonstrating a growing understanding of pulse, rhythm and pitch.</p> <p>I can sing and play confidently and fluently within a group, maintaining a steady pulse.</p> <p>I can confidently maintain an independent part in an ensemble.</p> <p>I can sing with an awareness of breathing and pronunciation and understand that lyrics relate to music and have cultural and social meaning.</p> <p>I can create, follow and lead a small group with simple performance directions of start, stop and dynamics, demonstrating my</p>	<p>I can aurally identify, recognize, respond to and use basic musical symbols representing pitch and rhythm including both standard and graphic notation.</p> <p>I can create, follow and lead simple performance directions for starting, stopping, faster and slower demonstrating my understanding of pulse.</p> <p>I can create simple melodies that incorporate creative rhythmic patterns and demonstrate an understanding of the differences between pulse and rhythm.</p> <p>I can use my voice, sounds, technology and instruments in creative ways.</p> <p>I can listen to, identify and use features of</p>	<p>I can offer comments about my own and others' work and ways to improve, offering specific comments and be able to justify my comments using year group appropriate technical vocabulary.</p> <p>I can actively listen to and discuss both live and recorded music from a range of different traditions, genres, styles and times (Minimalism, Musicals, Pop music), and using year group appropriate vocabulary and make statements and observations about the music and structure.</p> <p>I am beginning understand that lyrics relate to music that songs have cultural and social meaning.</p>		E x p e c t e d



		<p>understanding of pulse, rhythm and pitch. I can aurally identify, recognize, respond to and use basic musical symbols representing pitch and rhythm including Western notation.</p> <p>I can follow increasingly more difficult rhythmic and melodic shapes of music when singing and playing.</p> <p>I can musically demonstrate an increasing understanding and use of the interrelated dimensions of music.</p>	<p>music from different traditions, genres, styles and times. (Minimalism, Musicals, Pop music) within group compositions.</p>		
<p>Some children will have progressed further. They will be able to:</p>	<p><b>G</b></p> <p><b>D</b></p> <p><b>S</b></p>	<p>I am beginning to demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal.</p> <p>With support, I can maintain a strong sense of pulse throughout pieces with and without syncopation.</p> <p>I can confidently maintain an increasingly difficult independent part in an ensemble, both singing and playing an instrument.</p> <p>I can sing an independent part with clear diction, mostly accurate tuning, control of breathing and appropriate tone within a group.</p> <p>I can create, follow and lead a larger group with simple performance directions of start, stop and dynamics, demonstrating my understanding of pulse, rhythm and pitch.</p> <p>I can respond to and use both graphic and standard notation (crotchets and quavers) when singing or playing an instrument and creating melodies and rhythms.</p> <p>With support, I can follow and create increasingly more difficult rhythmic and melodic shapes of music when singing and playing.</p> <p>I am beginning to perform group compositions ensuring elements of the interrelated dimensions of music are used well.</p>	<p>I am beginning to respond to and musically use basic symbols in both graphic and standard notation (including crotchets and quavers) when singing, playing and creating melodies and rhythms.</p> <p>I am beginning to demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal.</p> <p>I can create simple melodies that incorporate creative rhythmic patterns and demonstrate an understanding of the differences between pulse and rhythm.</p> <p>I am able to experiment with the use of my voice, sounds, technology and instruments to explore new techniques and use them in creative ways.</p> <p>I can listen to and use features of music from different traditions, genres, styles and times. (Big band, swing, jazz, musical theatre) within group compositions and demonstrate an understanding of basic structure, evaluating the choices I make.</p> <p>I am beginning to use a variety of musical devices, timbres, textures and techniques when creating and making music.</p>	<p>I can offer comments about my own and others' work and ways to improve, offering specific comments and be able to justify my comments using year group appropriate technical vocabulary.</p> <p>I am beginning to create and am able to evaluate and explain my opinions about both graphic and notated scores and musical structure.</p> <p>I can listen to and evaluate a variety of live and recorded music from different traditions, genres, styles and times. (Big band, swing, jazz, musical theatre) and using year group appropriate vocabulary, make statements and observations about the music and structure.</p> <p>I understand that lyrics relate to music and am beginning to understand that songs have cultural and social meaning.</p>	<p><b>E</b></p> <p><b>x</b></p> <p><b>c</b></p> <p><b>e</b></p> <p><b>d</b></p> <p><b>i</b></p> <p><b>n</b></p> <p><b>g</b></p>

It will help if teachers write girls and boys names in different colours (and put a key)

Year Group 4

<i>Teacher to complete shaded areas of this table</i>		<u>WTS</u>	<u>EXS</u>	<u>GDS</u>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			



Subject	Year Group	Date	Class
Music	5		

Teacher to complete GREY SHADED AREAS and hand to Subject Leader

Expectations	Key Learning Objectives			Teacher to write pupils' Initials
<p>Some children will not have made so much progress. They will be able to:</p>	<p><b>Performing</b></p> <p>I can create, follow and lead performance directions for longer compositions demonstrating a growing understanding of pulse, rhythm and pitch.</p> <p>I can sing and play confidently and fluently within a group, maintaining a steady pulse.</p> <p>I can confidently maintain an independent part in an ensemble.</p> <p>I can sing with an awareness of breathing and pronunciation and understand that lyrics relate to music and have cultural and social meaning.</p> <p>I can create, follow and lead a small group with simple performance directions of start, stop and dynamics, demonstrating my understanding of pulse, rhythm and pitch.</p> <p>I can aurally identify, recognize, respond to and use basic musical symbols representing pitch and rhythm including Western notation.</p> <p>I can follow increasingly more difficult rhythmic and melodic shapes of music when singing and playing.</p> <p>I can musically demonstrate an increasing understanding and use of the interrelated dimensions of music.</p>	<p><b>Composing</b></p> <p>I can aurally identify, recognize, respond to and use basic musical symbols representing pitch and rhythm including both standard and graphic notation.</p> <p>I can create, follow and lead simple performance directions for starting, stopping, faster and slower demonstrating my understanding of pulse.</p> <p>I can create simple melodies that incorporate creative rhythmic patterns and demonstrate an understanding of the differences between pulse and rhythm.</p> <p>I can use my voice, sounds, technology and instruments in creative ways.</p> <p>I can listen to, identify and use features of music from different traditions, genres, styles and times. (Minimalism, Musicals, Pop music) within group compositions.</p>	<p><b>Appraising</b></p> <p>I can offer comments about my own and others' work and ways to improve, offering specific comments and be able to justify my comments using year group appropriate technical vocabulary.</p> <p>I can actively listen to and discuss both live and recorded music from a range of different traditions, genres, styles and times (Minimalism, Musicals, Pop music), and using year group appropriate vocabulary and make statements and observations about the music and structure.</p> <p>I am beginning understand that lyrics relate to music that songs have cultural and social meaning.</p>	
<p>Most children will be able to:</p>	<p>I am beginning to demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal.</p> <p>With support, I can maintain a strong sense of pulse throughout pieces with and without syncopation.</p> <p>I can confidently maintain an increasingly difficult independent part in an ensemble, both singing and playing an instrument.</p> <p>I can sing an independent part with clear diction, mostly accurate tuning, control of breathing and appropriate tone within a</p>	<p>I am beginning to respond to and musically use basic symbols in both graphic and standard notation (including crotchets and quavers) when singing, playing and creating melodies and rhythms.</p> <p>I am beginning to demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal.</p> <p>I can create simple melodies that incorporate creative rhythmic patterns and demonstrate an understanding of the differences between pulse and rhythm.</p>	<p>I can offer comments about my own and others' work and ways to improve, offering specific comments and be able to justify my comments using year group appropriate technical vocabulary.</p> <p>I am beginning to create and am able to evaluate and explain my opinions about both graphic and notated scores and musical structure.</p> <p>I can listen to and evaluate a variety of live and recorded music from different traditions, genres, styles and times. (Big band, swing,</p>	

Emerging

Expected

	<b>E X S</b>	<p>group.</p> <p>I can create, follow and lead a larger group with simple performance directions of start, stop and dynamics, demonstrating my understanding of pulse, rhythm and pitch.</p> <p>I can respond to and use both graphic and standard notation (crotchets and quavers) when singing or playing an instrument and creating melodies and rhythms.</p> <p>With support, I can follow and create increasingly more difficult rhythmic and melodic shapes of music when singing and playing.</p> <p>I am beginning to perform group compositions ensuring elements of the interrelated dimensions of music are used well.</p>	<p>I am able to experiment with the use of my voice, sounds, technology and instruments to explore new techniques and use them in creative ways.</p> <p>I can listen to and use features of music from different traditions, genres, styles and times. (Big band, swing, jazz, musical theatre) within group compositions and demonstrate and an understanding of basic structure, evaluating the choices I make.</p> <p>I am beginning to use a variety of musical devices, timbres, textures and techniques when creating and making music.</p>	<p>jazz, musical theatre) and using year group appropriate vocabulary, make statements and observations about the music and structure.</p> <p>I understand that lyrics relate to music and am beginning to understand that songs have cultural and social meaning.</p>		
<p>Some children will have progressed further. They will be able to:</p>	<b>G D S</b>	<p>I can demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal.</p> <p>I can maintain a strong sense of pulse throughout pieces with and without syncopation.</p> <p>I can maintain an independent part in a small group when singing or playing and am more aware of other parts and performers.</p> <p>I can sing and play an independent part with clear diction, mostly accurate tuning, control of breathing, appropriate tone and accurate pitch within a group.</p> <p>I can create, follow and lead a larger group with simple performance directions of start, stop dynamics and tempo, demonstrating my understanding of pulse, rhythm and pitch.</p> <p>I am beginning to sing and play from both regular (2/4, ¾, 4/4) and irregular (7/4, 5/4) time signatures from written notation.</p> <p>I can read from and write graphic scores that represent pitch, melody, dynamics, duration and structure.</p> <p>I can follow and create increasingly more difficult rhythmic and melodic shapes of music when singing and playing.</p> <p>I am able to perform group compositions ensuring elements of genre and the interrelated dimensions of music are used with increasing musicality.</p>	<p>I am beginning to sing and play from both regular (2/4, ¾, 4/4) and irregular (7/4, 5/4) time signatures from written notation.</p> <p>I can read from and write graphic scores that represent pitch, melody, dynamics, duration and structure.</p> <p>I can demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal.</p> <p>I can create more complex rhythmic pieces which demonstrate an understanding of rhythm, melodies and accompaniments.</p> <p>I am able to experiment with the use of my voice, sounds, technology and instruments to explore new techniques and use them in creative ways with increasing confidence.</p> <p>I can listen to and use features of music from different traditions, genres, styles and times. (Impressionism, Serialism, Minimalism) within my own compositions and demonstrate and an understanding of basic structure, evaluating the choices I make.</p> <p>I am beginning to write pieces of music that contain details of dynamics, duration, timbre, texture and structure and evaluate the choices I make.</p>	<p>I can share opinions about own and others' music and be willing to justify my comments with musical examples and year group appropriate technical vocabulary.</p> <p>I can create and am able to evaluate and explain my opinions about both graphic and notated scores and musical structure.</p> <p>I can actively listen to, evaluate and using year group appropriate vocabulary share opinions about a range of live and recorded music from different traditions, genres, styles and times (Impressionism, Serialism, Minimalism) with a focus on structure.</p> <p>I understand that lyrics relate to music and have cultural and social meaning.</p>		<b>E x c e e d i n g</b>

It will help if teachers write girls and boys names in different colours (and put a key)

<i>Teacher to complete shaded areas of this table</i>		<b>WTS</b>	<b>EXS</b>	<b>GDS</b>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			



<b>Subject</b>	<b>Year Group</b>	<b>Date</b>	<b>Class</b>
<b>Music</b>	<b>6</b>		

Teacher to complete GREY SHADED AREAS and hand to Subject Leader

Expectations		Key Learning Objectives			Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	W T S	<p><b>Performing</b></p> <p>I am beginning to demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal.</p> <p>With support, I can maintain a strong sense of pulse throughout pieces with and without syncopation.</p> <p>I can confidently maintain an increasingly difficult independent part in an ensemble, both singing and playing an instrument.</p> <p>I can sing an independent part with clear diction, mostly accurate tuning, control of breathing and appropriate tone within a group.</p> <p>I can create, follow and lead a larger group with simple performance directions of start, stop and dynamics, demonstrating my understanding of pulse, rhythm and pitch.</p> <p>I can respond to and use both graphic and standard notation (crotchets and quavers) when singing or playing an instrument and creating melodies and rhythms.</p> <p>With support, I can follow and create increasingly more difficult rhythmic and melodic shapes of music when singing and playing.</p> <p>I am beginning to perform group compositions ensuring elements of the interrelated dimensions of music are used well.</p>	<p><b>Composing</b></p> <p>I am beginning to respond to and musically use basic symbols in both graphic and standard notation (including crotchets and quavers) when singing, playing and creating melodies and rhythms.</p> <p>I am beginning to demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal.</p> <p>I can create simple melodies that incorporate creative rhythmic patterns and demonstrate an understanding of the differences between pulse and rhythm.</p> <p>I am able to experiment with the use of my voice, sounds, technology and instruments to explore new techniques and use them in creative ways.</p> <p>I can listen to and use features of music from different traditions, genres, styles and times. (Big band, swing, jazz, musical theatre) within group compositions and demonstrate an understanding of basic structure, evaluating the choices I make.</p> <p>I am beginning to use a variety of musical devices, timbres, textures and techniques when creating and making music.</p>	<p><b>Appraising</b></p> <p>I can offer comments about my own and others' work and ways to improve, offering specific comments and be able to justify my comments using year group appropriate technical vocabulary.</p> <p>I am beginning to create and am able to evaluate and explain my opinions about both graphic and notated scores and musical structure.</p> <p>I can listen to and evaluate a variety of live and recorded music from different traditions, genres, styles and times. (Big band, swing, jazz, musical theatre) and using year group appropriate vocabulary, make statements and observations about the music and structure.</p> <p>I understand that lyrics relate to music and am beginning to understand that songs have cultural and social meaning.</p>		E m e r g i n g
		Most children will be able to:	<p>I can demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal.</p> <p>I can maintain a strong sense of pulse throughout pieces with and without syncopation.</p> <p>I can maintain an independent part in a small group when singing or playing and</p>	<p>I am beginning to sing and play from both regular (2/4, 3/4, 4/4) and irregular (7/4, 5/4) time signatures from written notation.</p> <p>I can read from and write graphic scores that represent pitch, melody, dynamics, duration and structure.</p> <p>I can demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in</p>	<p>I can share opinions about own and others' music and be willing to justify my comments with musical examples and year group appropriate technical vocabulary.</p> <p>I can create and am able to evaluate and explain my opinions about both graphic and notated scores and musical structure.</p> <p>I can actively listen to, evaluate and using year group appropriate vocabulary share</p>	

	<b>E X S</b>	<p>am more aware of other parts and performers.</p> <p>I can sing and play an independent part with clear diction, mostly accurate tuning, control of breathing, appropriate tone and accurate pitch within a group.</p> <p>I can create, follow and lead a larger group with simple performance directions of start, stop dynamics and tempo, demonstrating my understanding of pulse, rhythm and pitch.</p> <p>I am beginning to sing and play from both regular (2/4, ¾, 4/4) and irregular (7/4, 5/4) time signatures from written notation.</p> <p>I can read from and write graphic scores that represent pitch, melody, dynamics, duration and structure.</p> <p>I can follow and create increasingly more difficult rhythmic and melodic shapes of music when singing and playing.</p> <p>I am able to perform group compositions ensuring elements of genre and the interrelated dimensions of music are used with increasing musicality.</p>	<p>performance and rehearsal.</p> <p>I can create more complex rhythmic pieces which demonstrate an understanding of rhythm, melodies and accompaniments.</p> <p>I am able to experiment with the use of my voice, sounds, technology and instruments to explore new techniques and use them in creative ways with increasing confidence.</p> <p>I can listen to and use features of music from different traditions, genres, styles and times. (Impressionism, Serialism, Minimalism) within my own compositions and demonstrate an understanding of basic structure, evaluating the choices I make.</p> <p>I am beginning to write pieces of music that contain details of dynamics, duration, timbre, texture and structure and evaluate the choices I make.</p>	<p>opinions about a range of live and recorded music from different traditions, genres, styles and times (Impressionism, Serialism, Minimalism) with a focus on structure.</p> <p>I understand that lyrics relate to music and have cultural and social meaning.</p>		
<p>Some children will have progressed further. They will be able to:</p>	<b>G D S</b>	<p>I can confidently demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal.</p> <p>I can maintain a strong sense of pulse and recognise when I am performing out of time.</p> <p>I can maintain an independent part in a larger group when singing or playing and am aware of other parts and performers.</p> <p>I can sing and play an independent part with clear diction, accurate tuning, control of breathing, appropriate tone and accurate pitch within a larger group.</p> <p>I can create, follow and lead a larger group demonstrating a deeper understanding of performance directions and the interrelated dimensions of music.</p> <p>I can sing and play from both regular (2/4, ¾, 4/4) and irregular (7/4, 5/4) time signatures from written notation.</p> <p>I can read and write graphic scores and simple traditional scores that represent pitch, melody, dynamics, duration and</p>	<p>I can sing and play from both regular (2/4, ¾, 4/4) and irregular (7/4, 5/4) time signatures from written notation.</p> <p>I can read and write graphic scores and simple traditional scores that represent pitch, melody, dynamics, duration and structure.</p> <p>I can confidently demonstrate expression, skill and level of musicality through taking different roles in performance and rehearsal.</p> <p>I can confidently create more complex rhythmic pieces which demonstrate an understanding of rhythm, melodies and accompaniments.</p> <p>I am able to experiment with the use of my voice, sounds, technology and instruments to explore new techniques and use them in creative ways with confidence.</p> <p>I am able to Listen to music from a wide of genre, styles, traditions and times, discuss their features and use them to structure the music I compose.</p> <p>I can discuss the interrelated dimensions of music and use them confidently within my</p>	<p>I can confidently share opinions about own and others' music and be willing to justify my comments with musical examples and year group appropriate technical vocabulary.</p> <p>I can create and am able to evaluate and explain my opinions about both graphic and notated scores and musical structure giving musical reasons for my ideas.</p> <p>I can actively listen to, evaluate and using year group appropriate vocabulary share opinions about a range of live and recorded music from different traditions, genres, styles and times (Impressionism, Serialism, Minimalism) with a focus on structure and how the interrelated dimensions of music are used.</p> <p>I understand that lyrics relate to music and have cultural and social meaning and am able to link some songs to historical events/ periods of history.</p>		<b>E x c e e d i n g</b>



	<p><b>structure.</b> I can follow and create increasingly more difficult rhythmic and melodic shapes of music when singing and playing with attention to the interrelated dimensions of music.</p> <p>I can perform, and direct group compositions and performances ensuring elements of genre and the interrelated dimensions of music are used with increasing musicality.</p>	<p><b>work.</b> I am able to critically evaluate the choices I make.</p>		
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*It will help if teachers write girls and boys names in different colours (and put a key)*

<i>Teacher to complete shaded areas of this table</i>		<b>WTS</b>	<b>EXS</b>	<b>GDS</b>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
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